



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2008  
Code: 11081309  
SAU: Minot School Department  
School: Minot Consolidated School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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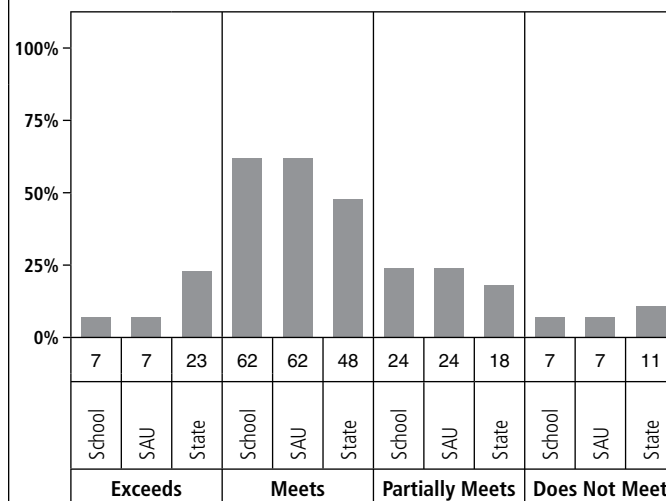
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 8  
SAU: Minot School Department  
School: Minot Consolidated School

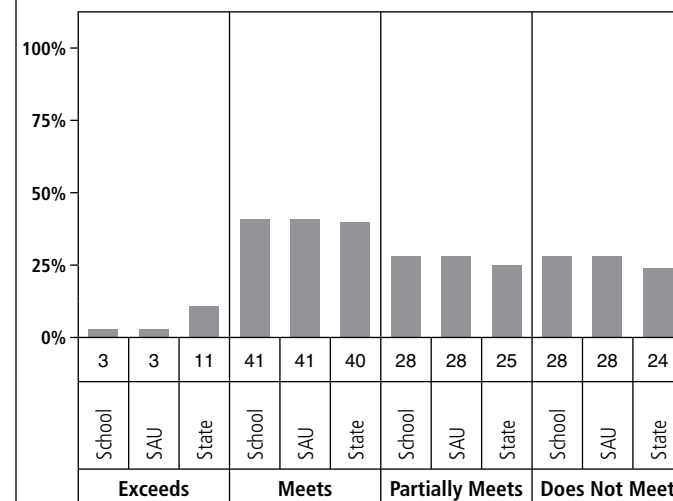
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	837	837	845
2006–2007	848	848	847
<b>2007–2008</b>	<b>847</b>	<b>847</b>	<b>849</b>
Cum. Avg. *	844	844	847
<b>Mathematics</b>			
2005–2006	832	832	840
2006–2007	841	841	842
<b>2007–2008</b>	<b>839</b>	<b>839</b>	<b>841</b>
Cum. Avg. *	837	837	841
<b>Science &amp; Technology</b>			
2005–2006	839	839	846
2006–2007	849	849	847
<b>2007–2008</b>	<b>851</b>	<b>851</b>	<b>847</b>
Cum. Avg. *	846	846	847

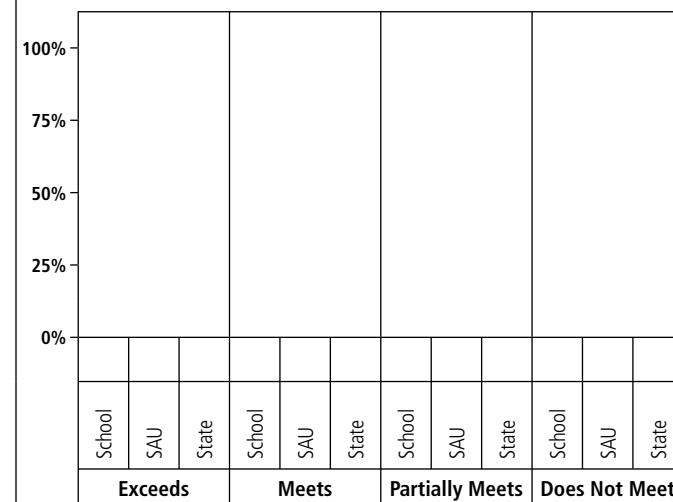
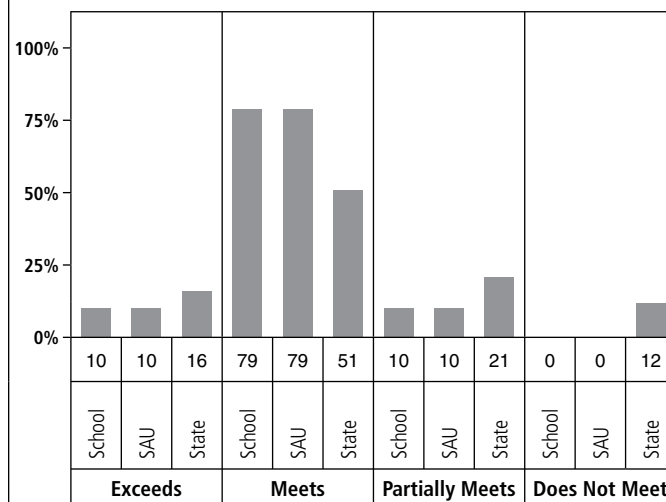
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 8  
 SAU: Minot School Department  
 School: Minot Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	29	100	29	100	15274	100	29	100	29	100	15102	99	29	100	29	100	15097	99	29	100	29	100	15080	99						
Ethnicity African American/Black	0	0	0	0	368	2	0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	29	100	29	100	14461	95	29	100	29	100	14312	99	29	100	29	100	14302	99	29	100	29	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	4	14	4	14	2508	16	4	100	4	100	2446	98	4	100	4	100	2441	98	4	100	4	100	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	5	17	5	17	5420	35	5	100	5	100	5329	99	5	100	5	100	5324	99	5	100	5	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	29	100	29	100	12703	83	29	100	29	100	12694	83	29	100	29	100	12710	83						
Identified disability (PET/IEP)	4	14	4	14	437	3	4	14	4	14	421	3	4	14	4	14	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	3	10	3	10	229	2	3	10	3	10	231	2	3	10	3	10	230	2						
Participation with accommodations	0	0	0	0	2221	15	0	0	0	0	2227	15	0	0	0	0	2197	14						
Identified disability (PET/IEP)	0	0	0	0	1832	82	0	0	0	0	1844	83	0	0	0	0	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Minot School Department  
School: Minot Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	1	2	1	2	2695	17
	2006-2007	4	10	4	10	2407	16
	<b>2007-2008</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>3428</b>	<b>23</b>
	Cum. Total*	7	6	7	6	8530	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	16	39	16	39	6830	42
	2006-2007	23	56	23	56	7494	49
	<b>2007-2008</b>	<b>18</b>	<b>62</b>	<b>18</b>	<b>62</b>	<b>7179</b>	<b>48</b>
	Cum. Total*	57	51	57	51	21503	46
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	13	32	13	32	3741	23
	2006-2007	12	29	12	29	3628	24
	<b>2007-2008</b>	<b>7</b>	<b>24</b>	<b>7</b>	<b>24</b>	<b>2706</b>	<b>18</b>
	Cum. Total*	32	29	32	29	10075	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	11	27	11	27	3003	18
	2006-2007	2	5	2	5	1810	12
	<b>2007-2008</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>1611</b>	<b>11</b>
	Cum. Total*	15	14	15	14	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	35.9	64.1	35.9	64.1	36.9	65.9
<b>Literary Text</b>	<b>28</b>	<b>50</b>	17.3	61.8	17.3	61.8	18.3	65.4
<b>Informational Text</b>	<b>28</b>	<b>50</b>	18.6	66.4	18.6	66.4	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Minot School Department  
 School: Minot Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	29	2	7	18	62	7	24	2	7	847	29	7	62	24	7	847	14924	23	48	18	11	849
<b>Ethnicity</b>																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	29	2	7	18	62	7	24	2	7	847	29	7	62	24	7	847	14149	23	49	18	10	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2269	3	24	32	42	833
No	25	2	8	16	64	6	24	1	4	849	25	8	64	24	4	849	12655	27	52	16	5	852
<b>Current LEP</b>																						
Yes	0										0						308	8	30	27	34	837
No	29	2	7	18	62	7	24	2	7	847	29	7	62	24	7	847	14616	23	48	18	10	850
<b>Economically disadvantaged</b>																						
Yes	5	0	0	4	80	1	20	0	0	849	5	0	80	20	0	849	5222	12	44	25	19	843
No	24	2	8	14	58	6	25	2	8	847	24	8	58	25	8	847	9702	29	50	14	7	853
<b>Migrant</b>																						
Yes	0										0						7	0	86	0	14	850
No	29	2	7	18	62	7	24	2	7	847	29	7	62	24	7	847	14917	23	48	18	11	849
<b>Gender</b>																						
Female	11	1	9	9	82	1	9	0	0	852	11	9	82	9	0	852	7198	30	48	15	7	853
Male	18	1	6	9	50	6	33	2	11	844	18	6	50	33	11	844	7726	17	49	21	14	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						807	9	41	32	18	842
No	29	2	7	18	62	7	24	2	7	847	29	7	62	24	7	847	14117	24	49	17	10	850
<b>Gifted/talented program</b>																						
Yes	0										0						592	71	28	1	0	867
No	29	2	7	18	62	7	24	2	7	847	29	7	62	24	7	847	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Minot School Department

School: Minot Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State												
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score							
		%	N	%	N	%	N	%	N														%	%	%	%	%	%	%
How much homework do you do on school nights?																													
A. none	10	0	0	2	67	1	33	0	0	850	10	0	67	33	0	850	9	10	39	24	26	841							
B. less than one hour	72	2	10	11	52	6	29	2	10	846	72	10	52	29	10	846	46	20	50	20	11	849							
C. one to two hours	17	0	0	5	100	0	0	0	0	850	17	0	100	0	0	850	41	28	49	15	7	852							
D. more than two hours	0										0						5	28	44	15	12	850							
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																													
A. The questions on the test match what I have learned in reading class.	45	2	15	8	62	3	23	0	0	851	45	15	62	23	0	851	33	31	48	14	7	853							
B. They match some of what I have learned.	55	0	0	10	63	4	25	2	13	844	55	0	63	25	13	844	53	21	51	19	9	849							
C. They match just a little of what I have learned.	0										0						11	14	41	25	20	844							
D. There is no match.	0										0						3	6	34	26	35	836							
Which of the following best describes how you rate yourself as a student in reading?																													
A. very good	28	0	0	6	75	2	25	0	0	847	28	0	75	25	0	847	31	42	44	8	6	857							
B. good	55	2	13	12	75	1	6	1	6	851	55	13	75	6	6	851	49	19	54	19	9	849							
C. fair	17	0	0	0	0	4	80	1	20	834	17	0	0	80	20	834	18	5	42	31	22	840							
D. poor	0										0						2	4	29	32	34	835							
How difficult was the reading part of this test?																													
A. harder than my regular schoolwork	10	0	0	2	67	0	0	1	33	848	10	0	67	0	33	848	15	16	44	22	18	845							
B. about the same as my regular schoolwork	76	2	9	12	55	7	32	1	5	846	76	9	55	32	5	846	65	23	49	18	9	850							
C. easier than my regular schoolwork	14	0	0	4	100	0	0	0	0	855	14	0	100	0	0	855	19	30	49	14	8	852							
How difficult were the reading passages on this test?																													
A. Most of the passages were more difficult than what I normally read.	7	0	0	1	50	0	0	1	50	837	7	0	50	0	50	837	9	8	33	28	31	838							
B. Most of the passages were about the same as what I normally read.	52	2	13	8	53	4	27	1	7	848	52	13	53	27	7	848	53	17	51	21	11	848							
C. Most of the passages were easier than what I normally read.	41	0	0	9	75	3	25	0	0	848	41	0	75	25	0	848	38	36	48	11	5	855							
How hard did you try on the reading part of this test?																													
A. I tried harder on this test than I do on my regular schoolwork.	66	1	5	13	68	5	26	0	0	848	66	5	68	26	0	848	43	23	48	19	10	849							
B. I tried about the same as I do on my regular schoolwork.	34	1	10	5	50	2	20	2	20	846	34	10	50	20	20	846	51	25	49	17	9	851							
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	9	43	24	23	842							
How much time do you spend reading at home each day?																													
A. more than one hour	17	0	0	4	80	1	20	0	0	845	17	0	80	20	0	845	18	31	47	13	9	852							
B. 20 minutes to an hour	34	1	10	6	60	3	30	0	0	850	34	10	60	30	0	850	41	28	49	15	7	852							
C. less than 20 minutes	10	0	0	1	33	0	0	2	67	833	10	0	33	0	67	833	13	20	49	18	12	848							
D. I rarely read at home.	38	1	9	7	64	3	27	0	0	849	38	9	64	27	0	849	28	12	47	26	16	844							
How do you feel about the following statement?																													
“My knowledge of reading will be useful to me as an adult.”																													
A. strongly agree	34	1	10	7	70	2	20	0	0	849	34	10	70	20	0	849	43	31	48	14	7	853							
B. agree	62	1	6	10	56	5	28	2	11	846	62	6	56	28	11	846	48	18	50	20	12	848							
C. disagree	3	0	0	1	100	0	0	0	0	852	3	0	100	0	0	852	6	11	43	24	21	843							
D. strongly disagree	0										0						2	6	36	32	26	839							
Optional school/SAU question																													
A.	100	0	0	0	0	1	100	0	0	840	100	0	0	100	0	840													
B.	0										0																		
C.	0										0																		
D.	0										0																		

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Minot School Department  
School: Minot Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	1	2	1	2	1714	11
	2006-2007	4	10	4	10	1952	13
	<b>2007-2008</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1657</b>	<b>11</b>
	Cum. Total*	6	5	6	5	5323	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	8	20	8	20	5533	34
	2006-2007	16	39	16	39	5870	38
	<b>2007-2008</b>	<b>12</b>	<b>41</b>	<b>12</b>	<b>41</b>	<b>5956</b>	<b>40</b>
	Cum. Total*	36	32	36	32	17359	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	16	39	16	39	4764	29
	2006-2007	11	27	11	27	3982	26
	<b>2007-2008</b>	<b>8</b>	<b>28</b>	<b>8</b>	<b>28</b>	<b>3729</b>	<b>25</b>
	Cum. Total*	35	32	35	32	12475	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	16	39	16	39	4251	26
	2006-2007	10	24	10	24	3534	23
	<b>2007-2008</b>	<b>8</b>	<b>28</b>	<b>8</b>	<b>28</b>	<b>3579</b>	<b>24</b>
	Cum. Total*	34	31	34	31	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.9	49.4	7.9	49.4	8.4	52.5
Cluster 2: Shape and Size	14	25	5.7	40.7	5.7	40.7	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.6	57.5	4.6	57.5	4.6	57.5
Cluster 4: Patterns	18	32	8.0	44.4	8.0	44.4	8.9	49.4

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Minot School Department  
 School: Minot Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	29	1	3	12	41	8	28	8	28	839	29	3	41	28	28	839	14921	11	40	25	24	841
<b>Ethnicity</b>																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	29	1	3	12	41	8	28	8	28	839	29	3	41	28	28	839	14140	11	41	25	23	841
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2265	1	14	22	62	824
No	25	1	4	11	44	8	32	5	20	840	25	4	44	32	20	840	12656	13	45	26	17	844
<b>Current LEP</b>																						
Yes	0										0						315	5	24	20	51	828
No	29	1	3	12	41	8	28	8	28	839	29	3	41	28	28	839	14606	11	40	25	23	841
<b>Economically disadvantaged</b>																						
Yes	5	0	0	2	40	1	20	2	40	838	5	0	40	20	40	838	5217	5	30	29	37	834
No	24	1	4	10	42	7	29	6	25	839	24	4	42	29	25	839	9704	15	45	23	17	845
<b>Migrant</b>																						
Yes	0										0						7	0	43	43	14	838
No	29	1	3	12	41	8	28	8	28	839	29	3	41	28	28	839	14914	11	40	25	24	841
<b>Gender</b>																						
Female	11	1	9	6	55	3	27	1	9	846	11	9	55	27	9	846	7199	11	40	26	23	841
Male	18	0	0	6	33	5	28	7	39	834	18	0	33	28	39	834	7722	11	40	24	25	841
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						806	3	20	30	47	831
No	29	1	3	12	41	8	28	8	28	839	29	3	41	28	28	839	14115	12	41	25	23	842
<b>Gifted/talented program</b>																						
Yes	0										0						592	58	39	2	1	864
No	29	1	3	12	41	8	28	8	28	839	29	3	41	28	28	839	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Minot School Department

School: Minot Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	0	0	2	67	0	0	1	33	838	10	0	67	0	33	838	9	5	30	23	41	833
B. less than one hour	72	1	5	7	33	8	38	5	24	839	72	5	33	38	24	839	46	10	40	26	25	840
C. one to two hours	17	0	0	3	60	0	0	2	40	838	17	0	60	0	40	838	41	14	42	25	19	843
D. more than two hours	0										0						5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	1	8	6	50	5	42	0	0	846	41	8	50	42	0	846	30	17	43	22	18	845
B. They match some of what I have learned.	48	0	0	5	36	3	21	6	43	834	48	0	36	21	43	834	50	10	42	26	22	841
C. They match just a little of what I have learned.	10	0	0	1	33	0	0	2	67	832	10	0	33	0	67	832	17	6	32	29	33	836
D. There is no match.	0										0						4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	1	11	6	67	0	0	2	22	850	31	11	67	0	22	850	26	29	46	14	11	851
B. good	38	0	0	5	45	5	45	1	9	840	38	0	45	45	9	840	45	7	46	27	20	841
C. fair	24	0	0	1	14	2	29	4	57	828	24	0	14	29	57	828	23	1	26	34	38	833
D. poor	7	0	0	0	0	1	50	1	50	819	7	0	0	50	50	819	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	45	0	0	6	46	4	31	3	23	839	45	0	46	31	23	839	34	4	35	28	32	836
B. about the same as my regular schoolwork	55	1	6	6	38	4	25	5	31	839	55	6	38	25	31	839	52	10	43	26	21	842
C. easier than my regular schoolwork	0										0						13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	66	0	0	8	42	5	26	6	32	838	66	0	42	26	32	838	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	31	1	11	3	33	3	33	2	22	840	31	11	33	33	22	840	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	100	0	0	0	0	842	3	0	100	0	0	842	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						9	6	38	27	29	837
B. two or three days a week	21	1	17	2	33	2	33	1	17	843	21	17	33	33	17	843	16	8	38	27	27	839
C. two or three times each month	66	0	0	8	42	5	26	6	32	837	66	0	42	26	32	837	28	12	41	27	21	843
D. never or almost never	14	0	0	2	50	1	25	1	25	838	14	0	50	25	25	838	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	14	0	0	2	50	0	0	2	50	833	14	0	50	0	50	833	38	14	42	23	21	843
B. two or three times a week	48	1	7	5	36	6	43	2	14	841	48	7	36	43	14	841	33	10	41	26	23	841
C. two or three times each month	34	0	0	4	40	2	20	4	40	837	34	0	40	20	40	837	18	10	36	27	27	840
D. never or almost never	3	0	0	1	100	0	0	0	0	846	3	0	100	0	0	846	11	7	34	26	33	836
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	66	1	5	10	53	6	32	2	11	844	66	5	53	32	11	844	54	14	44	23	18	844
B. agree	34	0	0	2	20	2	20	6	60	828	34	0	20	20	60	828	38	8	36	27	28	838
C. disagree	0										0						6	6	31	28	36	835
D. strongly disagree	0										0						2	3	23	25	49	831
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	820	100	0	0	0	100	820						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Minot School Department  
School: Minot Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	0	0	0	0	1879	12
	2006-2007	7	17	7	17	2192	14
	<b>2007-2008</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>2371</b>	<b>16</b>
	Cum. Total*	10	9	10	9	6442	14
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	20	49	20	49	8604	53
	2006-2007	18	44	18	44	7916	52
	<b>2007-2008</b>	<b>23</b>	<b>79</b>	<b>23</b>	<b>79</b>	<b>7630</b>	<b>51</b>
	Cum. Total*	61	55	61	55	24150	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	14	34	14	34	3618	22
	2006-2007	12	29	12	29	3340	22
	<b>2007-2008</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>3175</b>	<b>21</b>
	Cum. Total*	29	26	29	26	10133	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	7	17	7	17	2174	13
	2006-2007	4	10	4	10	1865	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1731</b>	<b>12</b>
	Cum. Total*	11	10	11	10	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.7	62.1	8.7	62.1	8.1	57.9
Cluster 2: Physical Sciences	14	25	8.6	61.4	8.6	61.4	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	7.6	54.3	7.6	54.3	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	9.1	65.0	9.1	65.0	8.5	60.7

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Minot School Department  
 School: Minot Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	29	3	10	23	79	3	10	0	0	851	29	10	79	10	0	851	14907	16	51	21	12	847
<b>Ethnicity</b>																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	29	3	10	23	79	3	10	0	0	851	29	10	79	10	0	851	14129	16	52	21	11	848
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	4										4						2258	3	29	31	37	836
No	25	3	12	21	84	1	4	0	0	852	25	12	84	4	0	852	12649	18	55	20	7	850
<b>Current LEP</b>																						
Yes	0										0						315	4	29	25	42	834
No	29	3	10	23	79	3	10	0	0	851	29	10	79	10	0	851	14592	16	52	21	11	848
<b>Economically disadvantaged</b>																						
Yes	5	1	20	3	60	1	20	0	0	852	5	20	60	20	0	852	5206	8	45	28	20	842
No	24	2	8	20	83	2	8	0	0	851	24	8	83	8	0	851	9701	20	55	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	29	57	14	0	852
No	29	3	10	23	79	3	10	0	0	851	29	10	79	10	0	851	14900	16	51	21	12	847
<b>Gender</b>																						
Female	11	1	9	10	91	0	0	0	0	854	11	9	91	0	0	854	7196	14	52	23	12	847
Male	18	2	11	13	72	3	17	0	0	849	18	11	72	17	0	849	7711	18	51	20	12	848
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						804	6	38	34	22	841
No	29	3	10	23	79	3	10	0	0	851	29	10	79	10	0	851	14103	16	52	21	11	848
<b>Gifted/talented program</b>																						
Yes	0										0						592	63	35	1	0	865
No	29	3	10	23	79	3	10	0	0	851	29	10	79	10	0	851	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Minot School Department

School: Minot Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	2	67	1	33	0	0	851	10	0	67	33	0	851	9	10	40	26	23	842
B. less than one hour	72	2	10	17	81	2	10	0	0	851	72	10	81	10	0	851	46	14	52	22	12	847
C. one to two hours	17	1	20	4	80	0	0	0	0	850	17	20	80	0	0	850	41	19	53	19	9	849
D. more than two hours	0										0						5	19	47	21	14	848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	55	2	13	12	75	2	13	0	0	853	55	13	75	13	0	853	29	19	54	19	9	849
B. They match some of what I have learned.	34	1	10	8	80	1	10	0	0	848	34	10	80	10	0	848	49	16	51	22	11	848
C. They match just a little of what I have learned.	10	0	0	3	100	0	0	0	0	851	10	0	100	0	0	851	18	13	51	23	13	846
D. There is no match.	0										0						5	9	39	29	23	842
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	24	0	0	7	100	0	0	0	0	850	24	0	100	0	0	850	23	28	51	13	8	853
B. good	66	3	16	13	68	3	16	0	0	851	66	16	68	16	0	851	54	15	55	21	9	848
C. fair	10	0	0	3	100	0	0	0	0	851	10	0	100	0	0	851	20	5	45	32	18	842
D. poor	0										0						3	2	35	34	29	838
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	24	1	14	6	86	0	0	0	0	850	24	14	86	0	0	850	27	15	49	22	14	846
B. about the same as my regular schoolwork	69	2	10	15	75	3	15	0	0	852	69	10	75	15	0	852	59	15	53	22	10	848
C. easier than my regular schoolwork	7	0	0	2	100	0	0	0	0	844	7	0	100	0	0	844	13	21	51	18	10	850
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	59	1	6	13	76	3	18	0	0	849	59	6	76	18	0	849	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	41	2	17	10	83	0	0	0	0	853	41	17	83	0	0	853	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	12	41	25	22	843
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	17	0	0	5	100	0	0	0	0	849	17	0	100	0	0	849	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	24	1	14	5	71	1	14	0	0	853	24	14	71	14	0	853	24	18	53	20	10	849
C. the course(s) described in B, plus physics	21	0	0	5	83	1	17	0	0	847	21	0	83	17	0	847	22	30	47	14	8	853
D. a life science and physical science class	38	2	18	8	73	1	9	0	0	852	38	18	73	9	0	852	29	8	52	27	14	844
<b>How do you feel about the following statement?</b> <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	24	0	0	7	100	0	0	0	0	853	24	0	100	0	0	853	27	23	51	17	9	851
B. agree	59	3	18	12	71	2	12	0	0	851	59	18	71	12	0	851	54	15	53	21	11	847
C. disagree	17	0	0	4	80	1	20	0	0	846	17	0	80	20	0	846	15	10	50	26	14	845
D. strongly disagree	0										0						4	7	39	30	24	841
<b>How well does the following statement reflect your future goals?</b> <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	38	2	18	8	73	1	9	0	0	853	38	18	73	9	0	853	25	24	52	15	8	851
B. agree	31	0	0	9	100	0	0	0	0	847	31	0	100	0	0	847	37	15	50	22	12	847
C. disagree	14	1	25	2	50	1	25	0	0	856	14	25	50	25	0	856	26	12	53	23	12	846
D. strongly disagree	17	0	0	4	80	1	20	0	0	849	17	0	80	20	0	849	12	8	48	28	15	844
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	838	100	0	0	100	0	838						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number